

# RIGHT ANGELS PRIMARY INTEGRATED CAMBRIDGE CURRICULUM FRAMEWORK – OVERVIEW – KEY STAGE 3/GRADE 3

## MEASURES

### Money

\*Consolidate using money notation. Use addition and subtraction with a total of 100 to find change.

### Length, mass and capacity

\* Choose and use appropriate units and equipment to estimate measure and record measurements.

\* Solve word problems involving measures.

\* Measure lines to the nearest centimetre.

### Time

\*Use suitable units to measure time and know the relationship between them (second, minute, hour, day, week, etc)

## PHONICS, SPELLING AND VOCABULARY

- Use and spell compound words.
- Know irregular forms of verbs.
- Extend earlier work on prefixes and suffixes
- Identify misspelt words in own writing and keep individual spelling logs
- Generate synonyms for high frequency words
- Tackle blending unfamiliar words to read, including sounding out, separating into syllables, using sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes using context.

## SPEAKING AND LISTENING

- \*Speak clearly in a range of contexts including longer speaking turns
- \* begin to adapt movement to create a character in drama
- \* Listen and remember a sequence of instruction.
- \* Listen and respond appropriately to others' opinions
- \* Take turns in discussion, building on what others have said

## MATHS

## NUMBER

### Numbers and the number system

- Recite numbers 100 to 200 and beyond
- Read and write numbers to at least 1000
- Multiply two- digit numbers by 10 and understand the effect
- Place a three-digit number on a number line marked off in multiples of 100
- Find half of odd and even numbers to 40, using notation such as  $13 \frac{1}{2}$
- Recognize equivalence between  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{4}{8}$  and  $\frac{5}{10}$  using diagrams
- Recognize simple mixed fraction  $1 \frac{1}{2}$  and  $2 \frac{1}{4}$ .
- Begin to relate finding fractions to division
- Find halves, thirds, quarters, and tenths of shapes and numbers

### Calculation

#### Mental strategies

- Know addition & subtraction facts for all numbers to 20
- Know multiplication/ division  $2 \times, 3 \times, 5 \times, \dots, 10 \times$
- Find complements to 100, solving numbers such as  $78 + \dots = 100$

#### Multiplication and division

- Begin to divide 2 digit numbers just beyond 10 x tables 60 divided by 5, 33 divided by 3
- Understand that division can leave a remainder
- Understand the relationship between multiplication and division and write connected facts.
- Multiply teen numbers by 3 and 5
- Understand the relationship between halving and doubling
- Understand the effect of multiplying 2 digit numbers by 10

## CAMBRIDGE ENGLISH LANGUAGE ARTS

### GRAMMAR AND PUNCTUATION

- Reading
  - Use punctuation and knowledge of grammar to read texts with fluency
- Writing
  - Use of apostrophe, collect examples of nouns, verbs, adjectives, pronouns...

## WRITING

### Fiction

- \*Write simple storybooks and sequences of sentences retelling familiar stories
- \*Compose a write a simple sentence, use relevant vocabulary

### Non-fiction

Write for a purpose; write simple information

## READING

### Fiction and poetry

- Sustain the reading of 48 and 64 page books, noting how a text is organized into sections or chapters.
- Read aloud with expression to engage the listener. Identify the main points or gist of text
- Identify different types of stories and typical story themes and practice learning and reciting poems
- Understand and use the terms "facts, fiction and non-fiction".

### Non-Fiction

- Scan a passage to find specific info, answer questions and locate books by classification
- Read, follow instructions to carry out an activity and identify the main purpose of a text
- Use ICT sources to locate simple information

## WRITING

### Fiction

- Write first-person accounts and descriptions based on observation. Write portraits of characters
- Develop descriptions of settings in stories. Write simple play play-script based on reading
- Use reading as a model for writing dialogue. Plan main points as structure for story writing

### Non-fiction

- Write book reviews summarizing what a book is about.
- Write letters, notes, messages and make a record of information drawn from a text
- Build up handwriting speeds, fluency and legibility. Practice joining letters in handwriting

## PROBLEM SOLVING

- Understanding and using techniques, skills, strategies in solving mathematical problems

- \* Begin to use the + and - and = signs to record calculation in number sentences
- \* Understand that changing the order of addition does not change the total
- \* Add a pair of numbers by putting the larger number first and counting on.
- \* Recognize the use of a sign  $\square$  to represent an unknown.
- \* Begin to add single and 2 digit numbers
- \* Double any single digit number
- \* Find halves of even numbers of objects up to 10
- \* Try to share numbers to 10 to find even and odd.
- \* Share objects into 2 equal groups in a context

## GEOMETRY

### Shapes and geometric reasoning

- Identify, describe, classify and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles.
- Relate 2D shapes and 3D solids to drawings of them
- Identify right angles in 2D shapes
- Position and movement
  - Use language of position, direction and movement, including clockwise and anti-clockwise
  - Use a set square to draw right angles
  - Compare angles with a right angle and recognize that a straight line is equivalent to two right angles.

# BRIGHT ANGELS PRIMARY INTEGRATED CAMBRIDGE CURRICULUM FRAMEWORK – OVERVIEW – KEY STAGE 3

**CHEMISTRY**  
**Material properties**

- Know that every material has specific properties.
- Sort materials according to their properties
- Explore how some materials are magnetic but many are not
- Discuss why materials are chosen for specific purposes of their properties.

**PHYSICS**  
**Forces and motion**

- Know that pushes and pulls are forces
- Explore how forces can start or stop moving objects
- Explore how forces can change the shape of objects
- Explore how forces, including friction, can make objects move faster or slower or change direction

**SCIENCE**

**SCIENTIFIC INQUIRY**  
**Ideas and evidence**

- Collect evidence in a variety of contexts to answer questions or test ideas

**Plan investigative work**

- Suggest ideas, make predictions and communicate these
- Collecting evidence and planning fair test

**Obtain and present evidence**

- Observe and compare objects, living things and events
- Measure using simple equipment and record observations in a variety of ways
- Present results in drawings, bar charts and tables

**Consider evidence and approach**

- Draw conclusions from results and begin to use scientific knowledge to suggest explanation
- Make generalizations and begin to identify simple patterns in results

**SONG & SELF-EXPRESSION**

**Singing in a group**

- In-class singing of traditional French & English songs

**Rhythmic dance forms**

- Dancing on music
- Expressive dancing
- Acting out situations in texts

**Part of a team**

- Learn rules of fair play
- Develop harmonious play cooperation & team spirit

**BIOLOGY**  
**Plants**

- Know that plants have roots, leaves, stems and flowers
- Explain observation that plants need water and light to grow
- Know that plants need healthy roots, leaves and stems to grow well
- Know that plants' growth is affected by temperature

**Human and animals**

- Know life processes common to humans & animals including nutrition
- Describe differences between living and non-living things
- Explore and research exercise and adequate, varied diet needed to keep healthy
- Know that some foods can be damaging to health
- Explore human senses and the ways we use them to learn about our world

**The Rwandan sector**

- Components in the sector
- Community assets in the sector
- Pollution by human beings
- Social services facilities
- Conflict and resolution
- How to maintain peaceful environment in the society
- Keeping our bodies, environment and clothes clean

**SOCIAL STUDIES**

Promoting unity, cooperation and development

Dangers against unity, cooperation and development

**A part of the human family**

- Learn how children in other cultures live
- Examples of human communities

**CLUBS:** Music, dance (traditional and modern), arts and craft, karate, storytelling, drama, indoor and outdoor games, sports

**P.E**

**Coordination, fitness**

Develop 6-yr old- appropriate psycho-physical coordination via:

- Mini-sports (football, volleyball, handball, basketball)
- Rhythmic dancing and aerobics
- Tae-kwon do (karate)
- Fine and gross motor games

**LEARNING SUPPORT PROGRAMS AND CROSS-CURRICULAR ACTIVITIES**

**Relationship skills**

- Showing respect
- Giving support to peers

**SKILLS FOR LIVING AND CAMBRIDGE LEARNER'S PROFILE**

**EARLY/LATE READING INTERVENTION PROGRAMS IN ENGLISH & FRENCH:**

Learners with literacy difficulties receive extra language help (reading comprehension, writing, vocabulary, phonics & spelling, communication) during language class hours, 3-4 times per week, to enable them to perform at class level. They are also given the basic communication skills in French and English.

**MEETING SPECIAL NEEDS**

Specialized coaching for children diagnosed with various forms of learning challenges that proceeds at the student's own optimal pace and:

- Builds on existing reading, writing and math skills
- Allows placing the child at different levels for math and language arts
- Encourages kids to become active learners through exploration and discovery
- Introduces new learning opportunities in a safe, supportive environment
- Balances Learning with fun!

- Responsible:** learners are responsive to and respectful of others.
- Confident :** learners are secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks
- Reflective:** learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and sportive.
- Innovative:** learners understand themselves as learners. Learners welcome new challenges and meet them resourcefully, creatively and imaginatively.
- Engaged:** learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply.

